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ABSTRACT

A project was undertaken by a university to develop in-service staff development programs for 500 part-time faculty members at three community colleges. The university project staff functioned as process consultants, who initially conducted a needs assessment of programs and services desired by faculty members. Subsequent to the assessment, their role became supportive rather than directive, helping in diagnosis, providing encouragement, and suggesting alternative courses of action. Although each of the community colleges went in a separate direction in evolving a system for delivering services and programs, there were two commonalities. First, the college president designated a staff member to be responsible for the project. Second, an ongoing advisory committee of part-time faculty members was established. The project resulted in three outcomes. The first was recognizing the link between staff and organization development (OD). As needed programs and services for part-time faculty members were identified, it became clear that these programs and services would bring the faculty members closer to the college, and the generally recognized steps in an OD program began. The second outcome was the preparation of a handbook on professional development for part-time faculty members which included ten steps to follow to develop needed in-service programs and services. The last outcome was that the staff learned more about the role of external consultants. (EM)

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STAFF AND ORGANIZATION DEVELOPMENT - AN ANALYSIS OF THEIR INTERACTION IN A COMMUNITY COLLEGE SETTING AND RESULTING CHANGES

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I. Introduction

Staff and organization development have been studied as separate phenomena in a variety of settings. Rarely have the two been connected, with the emphasis on how efforts to encourage the professional development of staff can produce positive organizational change.

The authors participated in the first year of a multi-year project with three Illinois community colleges to increase professional development opportunities for part-time faculty members. Although the emphasis was on professional development, the activities resulted in certain organizational changes. These affected part-time faculty members and the institutions, as a whole.

The paper examines the changes produced in light of current literature on organization development, change, and leadership styles. In particular, the study looks at how comprehensive institutional support is obtained and maintained within an educational setting. Principal areas examined are:

1. The role of external influence on adoption of changes in policy and procedure.
2. Cultivating leadership support.
3. The benefits of working with change-oriented groups within each community colleges and among the three participating in the project.
4. The relationship between changes sought and the institution's ability to adjust to them.

The paper also examines how staff development can be used to begin an investigation of needed organizational change, minus the threat which the latter approach often presents.

As a first step in the examination, the rationale for the project will be presented.

II. Project Background

A. Community College Interest

Until a very few years ago, community support for two-year postsecondary institutions was very great. There was a good deal of money available to develop new programs, hire faculty, increase the

size of facilities, and provide equipment for students who desire both the vocationally-oriented and college-preparatory curricula which these unique and important institutions provide. In recent years, however, these community and junior colleges have been affected by decreasing support at the federal, state, and local levels for all of education.

As one result, community college leadership has turned to increasing number of part-time faculty members to teach courses in all subjects. Some of these part-time faculty members are highly specialized, such as engineers, lawyers, medical technicians, or computer program operators. Others are recruited from backgrounds as diverse as a housewife who teaches a course about contemporary painting, a clergyman who teaches philosophy, and a high school speech instructor who teaches in basic drama. These individuals are considered valuable to a community or junior college for many reasons, including the following:

1. part-time faculty members often bring specialized knowledge to the college faculty that is necessary to teach specific subjects
2. many of these highly specialized faculty members would not want to or could not be employed on a full-time basis
3. the part-time faculty members bring a fresh point of view and an awareness of the state-of-the-art in many areas, as well as a practical approach which results from their working in the field, both of which are valuable additions to the instructional staff of a community or junior college
4. it is more economical to employ part-time faculty members, since they are generally paid on an hourly basis and only for the time they spend instructing students
5. part-time faculty members are often excellent spokespersons for the college and have more credibility in the community than would some of the full-time faculty and administrators when they discuss the value of a college and its contribution to the supporting community.

In many community colleges throughout the country, there are twice as many part-time as full-time faculty members. All indications are that the number of part-time faculty members will increase. Obviously, these faculty members have a major impact on their full-time colleagues' instructional programs. The quality of performance, their motivation to teach, counsel, and join in college life can and do have

an important effect on students. In particular, their ability, to instruct effectively and to bring into the college, in a useful form, the life experiences they have is central to community college success.

B. A Need for Professional Development

Growth opportunities for this group generally have been limited. A once-each-year orientation meeting was the limit at many community colleges. A study of the sparse literature on staff development or in-service training revealed little being done in Illinois or elsewhere beyond the periodic large group meeting.[1]

The needs assessment conducted on the first phase of the project revealed strong part-time faculty member interest in professional development at the three institutions. The priority interests were:

- communication with administrators and other full- and part-time faculty members
- better preparation for classroom teaching
- better methods to assess student motivation and student needs
- increased competence in counseling students
- staff and support services to aid part-time faculty members in doing their job better[2]

The needs assessment centered attention on the desirability of more systematically providing professional development for part-time faculty members. A latent interest in professional development was underlined by the survey and got activity started at each institution.

C. University Interest

It is important to be candid. Historically in Illinois, there have been ambivalent feelings between the University of Illinois and many community colleges. In particular, various faculty members from the University had been involved irregularly with community college personnel. These efforts were uneven and wholly dependent one the faculty members' interest.

The project director for the University of Illinois recognized the potential reluctance community college leadership might have to participate in another University intrusion. A direct approach was

taken leading up to the request to three communoty colleges that they participate with the University in this project. The following points were made

1. University faculty members were interested in staff and organization development, and had worked in both areas in a number of educational settings.
2. An expansion of ties with community colleges was desirable for many reasons, especially as a local base for operating many public service programs.
3. Working on programs in staff and organization development would be a useful beginning point. Both the community colleges and the University stood to gain from the relationship.

Those three points were presented to the presidents of the three community colleges when there was an opportunity to apply for a small grant related to professional development for part-time faculty members. Luckily, presidents from two of the community colleges and staff from the third one had participated in a staff and organization development seminar conducted by the project director, before the opportunity for collaboration appeared. The experiences generally had been positive ones, so a continued working relationship was deemed desirable.

D. Project Directions and Outcomes

In June, 1978, the Illinois Office of Education awarded the Department of Vocational and Technical Education and the Office of Continuing Education and Public Service, both at the University of Illinois at Urbana-Champaign, a grant to develop in-service programs for part-time community college faculty members. Originally, the project was intended to serve only vocational teachers within the three Illinois community colleges which had agreed to participate in the project. But shortly after the project's inception, a decision was made to make the programs available to all part-time faculty members.

This decision was made because the needs identified in the survey among the community colleges indicated that there was a great deal of similarity between requests for programs and services among vocational and other part-time faculty members. This expanded the scope of the project to include well over 500 teachers at three community colleges:

1. Illinois Central College in East Peoria, which serves that large metropolitan area
2. Lake Land College in Mattoon, which serves that community and goes as far south as Effingham, with a number of distant extension enters; and

3. Richland Community College in Decatur, a developing institution which serves that largely industrial area.

The project staff provided one uniform service to all of the community colleges at the beginning of the project. That was a thorough needs assessment of programs and services desired by faculty members. It was made clear to the community colleges at the time that other services to be offered would be supportive, rather than directive. It became clear after the project started, however, that some personnel within the community colleges felt that programs would be developed and run by the University of Illinois at Urbana-Champaign, in much the same manner that in-service education has unfortunately been carried out in too many settings. This was one problem area which the project staff and the participating community colleges were able to positively resolve during the course of the year.

After the needs assessment survey was completed, the results were shared with an advisory committee composed of representatives from the three community colleges and the Illinois Office of Education. Subsequent to that meeting, project staff were involved with each of the community colleges, encouraging the development of advisory committees, meeting with those committees, and suggesting the analysis of both services and programs which should be prepared for part-time faculty members.

Each of the community colleges went in a separate direction in the process of evolving a system for delivering services and programs. There were two commonalities which have become institutionalized at the three community colleges. First, the president designated someone on his staff to be responsible for the project and, the resultant programs and services. It was important that the person given those responsibilities had direct access to the president. He was kept informed of both progress made and areas which required additional attention. Second, an ongoing advisory committee composed of part-time faculty members was established at all three community colleges.

One of the three institutions used the advisory committee of part-time faculty members to begin a communications process among part-time faculty members which led to a request for a program involving division heads. The programs which were held emphasized communication difficulties and identified areas, some of which have been addressed already and others which will be handled in the coming several months.

The second community college concentrated on orientation activities for part-time faculty members and realigning the internal structure of the college to provide more effective means of communication between part-time faculty members and their department heads. This institution also produced a handbook for part-time faculty members.

The third institution concentrated initially on services which should be made available to part-time faculty members and quickly had those services provided. Office staff, duplication availability, cafeteria hours, counseling, and other items that were not considered for part-time staff have since become available there. This college planned programs involving part- and full-time faculty members from the same department meeting to discuss curriculum and instruction. The also developed a handbook, which will be particularized to individual departments.

In all of these activities, project staff served in an advisory role, available if needed, but not pressing the community colleges to take a particular direction that might have seemed unnatural or irrelevant at the time. Materials were identified for individual community colleges by project staff and a number of evaluations of activities were conducted.

The project staff also prepared a handbook on professional development for part-time faculty members which was drawn from experience with the three community colleges, literature review, and material provided by sources throughout the country. The Illinois Council of Public Community College Presidents was kept informed of the project's progress and their support for its continuation, enlisted. Finally, a project review and planning session was conducted, with invitations to all community colleges in the state to participate. At this meeting, the directions which the project should take for a second year were discussed and outlined.

Importantly, there was enough positive feeling concerning results achieved that the colleges sought to continue the project. The Illinois Office of Education was impressed enough with these results to refund the effort for a second year. The first year provided some object lessons in consultancy, organization development and change which will be examined in the next sections. The first of these will deal with strategies used and their theoretical bases.

III. Strategies and Their Theoretical Bases

A. Reliance on Leadership Support

This was the central and beginning strategy. Without presidential support at the three institutions, progress would have been impossible. The three institutions were selected, in large part, because of their presidents and senior leadership. Beckhard's thoughtful definition of organization development was the guide to starting with the president.

The presidents, in particular, demonstrated a willingness to openly address the need for the professional development of part-time faculty members. In effect, each president and his designated project liason personnel satisfied important conditions related to the potential success of organization development.

1. There is pressure from the environment, internal or external, for change.
2. Some strategic person or persons are "hurting".
3. Some strategic people are willing to do a real diagnosis of the problem.
4. There is collaborative problem-identification between line and staff people.
5. There is some willingness to take risks in trying new forms for relationships.
6. There is a willingness to face the data of the situation and to work with it on changing the situation.[3]

There was more subtle than actual external pressure. Informally presidents had talked about the increasingly important role part-time faculty members would play. At each institution, there was a well-established practice of using the group method to address and honestly examine problems. Finally, each institution and its leadership (president and key administrators) were established in their positions and flexible enough to handle potential changes revealed by a problem examination.

All of these conditions were found in basically healthy and well-led organizations. Within each institution, there was a demonstrated willingness to communicate across professional lines and a genuine feeling of loyalty to the entire institution. Personnel at all three community colleges knew, in addition, that it was time to devote more attention to their part-time faculty members.

Presidents at each institution were influential and respected by their staffs, boards and in the community. They also were well regarded among their peers in the state. They were willing to work in group situations at their colleges and in the project, as a whole. As strong leaders, they had capable associates to whom responsibility for project action could be delegated. And as initiating rather than reacting leaders, they were conscious of how to achieve desirable change. Most important, they were clear about the role they wanted project staff and external consultants to play. Each president pointed out what they want staff to do as a compliment to activity at the community college

B. A Restrained Consultant Role

As mentioned earlier, there was an unspoken belief that project staff would operate programs for the three colleges. A conscious choice was made to refrain from that all-too-common practice and adopt a restrained "outsider's" role. The literature of organizational change points out how an effective agent can perform that role. In particular, the project staff functioned as process consultants, according to Schein's definitions.[4]

There are five important aspects of process consultation staff sought to follow

1. Consistent contact with community college leadership to determine how a problem can be diognosed, before leading to action programs or concrete changes.
2. The consultant or outside group doesn't solve the organization's problems but suggests diognostic steps and emphasizes problem-solving skills.
3. The consultant ec. al. does not work on the actual concrete problem.
4. Client involvement in the identification of the problem is central, not necessarily subject matter expertise the consultant may bring.
5. The consultant can suggest alternatives but must leave decision-making about the alternatives to the clients.

Personnel from the three insitutions pointed out several times that the project was the prod for activities they knew should be underway. Providing encouragement, advice, sharing information and being tied to a project were useful incentives. The environment was ready.

The only actual work done by project staff was to conduct the needs assessment, in cooperation with the three participating community colleges. Subsequent to the needs assessment, the role shifted to diagnosis, encouragement and suggestions for alternative courses of action.

- Diagnosis through interpretations of the needs assessment and formation of advisory committees to begin professional development programs and services.
- Encouragement through periodic visits, telephone calls, meetings and materials on what could be done as part of professional development efforts.
- Suggestions for specific steps that would begin programs or services, starting with the smallest possible program.

Havelock suggests four roles which a change agent can perform. One already has been mentioned, that of process helper. Still in the problem identification and solution process was quite useful. Two of the other roles were key to project operation.[5]

1. Catalyst. According to Havelock and others conversant with the process of change, there is great resistance to the new and different. Change agents, often external to the setting, are needed to overcome inertia. These agents sometimes prod and pressure the system and its members to be less complacent and start working on the problem. While concern for the activity was voiced, it was more at the stage of disturbance than decision to act. Throughout the project, staff gently suggested that small specific steps should be taken. Staff recognized each institution would move at its own speed and any first step was desirable.

2. Resource Linker. Project staff brought ideas from one institution to the others, sharing ideas and suggestions for action. Information on what little was being done for part-time faculty members was collected from across the country. It was provided to all the colleges and tied closely to the catalyst role.

A third role was avoided, that of solution giver. In some instances that is a desirable one for external consultants. As solution givers, the project staff could easily have planned and operated programs for

part-time faculty members. But there would have been no community college commitment to continue. In addition, solutions in the forms of programs may have been offered that were not at all congruent with college needs or abilities to continue. Leadership ego involvement would have been lacking, as would the resulting commitment.

C. Recognizing the Link Between Staff and Organization Development

The link was not recognized immediately. As the year's activities progressed, there were increasing signs that program and services for part-time faculty members were beginning to influence the community colleges in which they were located. In order to understand the links, definitions of both staff and organization development will be presented.[6]

1. Staff development is a process which promotes comprehensive and continuing individual professional growth, in order to function effectively. Staff development and professional development are not interchangeable: the former assumes individuals will grow within the context of the employing and therefore sponsoring organization.

2. Organization development's (OD) accepted definition is an effort planned, organization-wide and managed from the top, to increase organization effectiveness and health through planned interventions in the organization's "processes," using behavioral-science knowledge. OD programs depend upon planning, a clear tie to the mission of the organization and a commitment to act. Changing attitudes and behavior are central concerns. A critical point in this project was the fact OD requires near total system involvement in planned-change efforts, under management direction. Additionally, OD succeeds when alert managers try to influence the environment, develop and motivate employees and seize the initiative, rather than react to unpleasant developments.

As programs and services for part-time faculty members were outlined, it become clear they would bring these individuals closer to the college. A quick review of programs and services points that fact out.[7]

Programs

1. Opportunities to communicate with supervisory personnel.
2. Meetings with full-time faculty members to discuss courses, syllabi and materials used.
3. Assistance with specific instructional or counseling problems.
4. A complete introduction to the role of the community college and the contribution part-time faculty members make to it.

Services

1. A descriptive handbook on the community college.
2. Periodic visits by supervisors and full-time faculty members to extension centers and individual classes.
3. More extensive support services such as duplication, secretarial help and audio-visual equipment.

As each college began programs and services in response to these requests, the generally recognized steps in an OD program began.[8]

1. Awareness of the problem area occurred through presidential agreement to participate in the project.
2. Diagnosis was carried out first through the needs assessment of professional development needs and interests. The diagnosis was completed when the advisory committees were formed at each college began to refine the needs and suggest program directions.
3. Examination was furthered by staff working on the project at each college and determining what the best administrative response would be to advisory committee suggestions. Responses were different at each institution and blended into the team approach to problem solution.
4. Problem solution is exemplified by the different approaches taken at each community college.
   a. An informational handbook to answer questions raised by part-time faculty members
   b. An expansion of support services made available to part-time faculty members on the central campus and at extension centers
   c. A series of seminars on improving communication among full- and part-time personnel, with specific desired improvements in communication procedures identified and adopted.
5. Feedback occurred in several ways. Within the colleges, staff assigned to the project reported the president and suggested next steps to be taken internally. The project advisory committee discussed progress made at each college to the Council of Presidents of Community Colleges and to a statewide review meeting on the project.

D. Recognizing and Encouraging the Growth and Development of Planning Groups

Project staff decided that two kinds of planning groups would lead to effective activity within the three colleges.[9]

Initiating Committees

A large organizational meeting was held for part-time faculty members to plan and develop activities that included the deans and division heads of the community college. That meeting was chaired by a key administrative representative and attended by the community college president. It emphasized the commitment of both administrators and unit heads to the professional development of part-time faculty members, especially to those faculty members who have been selected to serve in behalf of their colleagues on a planning committee. This meeting was well-organized, long enough to cover the agenda set, with clear evidence that the objectives determined beforehand were met by the close of the meeting. This meeting

1. made clear the community college commitment to the professional development of part-time faculty members;

2. indicated the need for cooperation to achieve goals;

3. emphasized the desire to determine and meet actual needs in a cost-effective way (i.e., with consideration for the time and energy commitments of part-time faculty members to responsibilities other than the community college);

4. emphasized the value to the community college of part-time faculty, especially as residents of the community being served by the college;

5. allowed for any questions to be raised and either answered or tabled while answers are sought;

6. collected suggestions for kinds of activities desired, problems to be dealt with, individuals to assist with planning or to serve as resource persons, etc.;

7. set a meeting date for part-time faculty planning committee.

A written summary of the meeting with results and a future tasks determined was sent to each person attending, to the deans and division heads, and to the community college president within a week after the meeting.

Operating Committees of Part-Time Faculty Members

The part-time faculty planning committee was one of the most critical elements in the successful completion of any professional development activities undertaken by a community college. It was composed of representatives of the various curricular divisions within the ranks of the part-time faculty. These representatives functioned as opinion leaders and were committed, themselves, to the objectives established for the professional development of part-time faculty members within the community college. The planning committee included members who encouraged the professional development of their peers. This committee provided a vital link between the community college and the part-time faculty members. It led, represented and served to communicate needs and satisfactions of those who teach only part of the time at the local community college.

The administrator designated by the college president called the first meeting. In most instances, he continued to chair the group. Summaries of each part-time faculty planning committee meeting were sent to each member of the planning committee, to the deans and division heads, and to the community college president. The courtesy of such informational communication ensured continued commitment on the part of the college and provided records of progress made.

Some of the initial tasks of the planning committee were to identify and prioritize the needs of the local part-time faculty members and to use this as a basis for planning professional development activities.

One or more additional planning committee meetings were required to develop specific activities determined as "top priority" to meet needs identified by part-time faculty members. The

planning committee utilized the community college's full- or part-time faculty as resource persons for professional development activities (e.g., use of learning resource center personnel to conduct sessions on audio-visual equipment, education specialists to help in setting classroom objectives or in developing course curricula). Outside resource persons/consultants were used sparingly.

Once the planning committee had identified top priority needs and selected the activities to meet these needs, attention was given to time(s), date(s), location(s), method(s) to be used, etc. Often, scheduling a repeat of the same activity was effective. The planning committee assigned responsibilities and established realistic deadlines for completion of tasks undertaken. Prior to setting objectives for the activity, the committee considered the following questions:

- Why are we having this activity?
- Who should benefit from it?
- In what way should they benefit?
- What do we want as the end result?
- How will we know we have accomplished what we wanted?

A major responsibility of the planning committee was to assist in evaluation and modification of the professional development activities. By setting objectives, evaluation of each activity becomes easier because the planning committee has some standard against which to measure the program outcomes.

The committees at both levels were and are the teams of organization development literature. While individuals were key to activity and progress within the project, group support was very necessary. At one institution the critical group was department heads who decided to operate programs for their part-time faculty members. At the second, the key group was a part-time faculty member advisory committee appointed by the president but working directly with the project liason person.

The third institution used two committees. The first one was composed of experienced part-time faculty members and the directors of extension centers. The second was the college's

administrative council, composed of deans and directors which met regularly with the president. It was this latter group that acted to provide requested support services to part-time faculty members.

Committees of part-time personnel took time in development. They followed Beckhard's outline of how new teams take shape and operate, with one very important exception.[10] Because so little had been done in the past for part-time faculty members, there was reluctance and even skepticism about what difference their suggestions would make. Despite statements from the president's representative that there was interest, actions had to take place to change this attitude. That is why continued presence of the president's representative was so critical.

IV. Overall Outcomes

Three kinds of outcomes will be considered here. The first and most obvious, related to this project were described earlier in the paper. A second group resulted from the project experience and were presented to community colleges in Illinois and elsewhere. The handbook, prepared under project auspices, summarized these outcomes as a desirable set of steps to follow to develop needed programs and services for part-time faculty members. Ten points were identified and since have been used to begin or supplement similar efforts within additional Illinois community colleges. The points are:

1. institutional leaders (trustees, the president, the deans) must be committed to providing professional development opportunities and support services;

2. a single, visible individual with direct access to and support from the community college president should be delegated responsibility for coordinating the program;

3. support by department and division heads is critical to the successful completion of professional development activities;

4. a representative planning committee composed of part-time faculty members should identify specific needs, plan activities, and assist with evaluation procedures at the local community college;

5. part-time faculty members are highly motivated individuals who will support programs which clearly meet "real needs" they themselves identify;

6. part-time faculty members' participation in professional development activities may be limited by demands on their time, energy, and commitment; however, scheduling activities at times andplaces convenient to most part-time faculty members should increase the likelihood of their participation;

7. planning meetings are essential and should provide those who attend with evidence of accomplishment to increase their desire to attend additional meetings;

8. the sharing of resources and materials among community colleges in the State of Illinois will substantially cut the costs of effective professional development activities;

9. programs held by community colleges must be specific in terms of meeting the needs of local part-time faculty members;

10. low-cost, highly effective programs will result from a systematic approach to professional development which includes the use of advisory committees, needs assessment, programs and services geared to the specific demands of the local community college, and ongoing evaluation to assure continuing professional growth.

Identifying these steps and presenting them to other community colleges increased awareness of the directions possible for both programs and services. A planned second year of activity in this area with additional colleges was easier, as a result.

The third outcome benefited project staff largely. They learned more about the delicate role which external consultants must play. In particular, there was greater appreciation for seven well-established organization development principles of observation, data-gathering and restrained action.

1. A combination of problem diagnosis using tested survey methods with active participants involvement in results interpretation will lead to action, rather than consultant diagnosis alone.[11]

2. The theory of action research is most applicable in situations where opportunities for data collection alone are limited and the client system is interested in applying a limited amount of data to problem solution.[12]

3. A central goal in the action-research process is to build client strength, particularly at the managerial level. In particular, the consultant helps managers determine fact-finding procedures and problem-solving techniques. Ultimately the consultant will be needed less and less.[13]

4. Building a cooperative relationship between consultant and client is critical. They should work together to diagnose problems and proceed to act. The literature does

not deal with the problems ego and status between consultant and client. In practice, great sensitivity was necessary to the needs of the client to control program directions and not feel dependent on external consultants.

5. Where the change process begins is critical. The parts of the system most significantly involved in the change process and what changes in their present attitudes or behavior or ways of work will have to occur if the goal is to be reached must be identified.[14]

6. In addition to determing where change begins, readiness for change must be ascertained. Beckhard and Harris discuss increasing readiness. Preceding that step, as this project experience indicated, is a decision about the settings where movement is most likely. The Rogers description of adopters was a strong reference point in decisions about community colleges most desirable as collaborators. All three had the reputation for having shrewd risk taking individuals in leadership roles.

7. Organizations move at their own speed and external consultants must be sensitive to how fast movement will take place.[15] The time for change to take place means that evaluations using success goals must be approached very tentatively.

Implications

As much of the organization development literature points out, this complex and terribly sensitive process can begin in a number of different ways. Using staff development as the method for stimulating thinking about necessary organizational change is relatively uncommon. It is useful to consider staff development as the interaction mechanism, because this important activity does not carry with it the same threat that OD does. In settings where leadership support is critical, the least sensitive area is usually the best one to start with.

The second very tentative implication is that an external consultant representing a major state university can work with other postsecondary institutions if great care is taken in the way in which the relationship is organized. The beginning steps are crucial. The outside group has to be candid about its purposes, honest about its limitations and consistent about the services offered. It can ill afford to make great promises and not deliver upon them. Better to narrowly define the focus of what is done and fulfill those obligations, before commencing large-scale efforts which can not be managed.

The third implication has to do with the value of OD literature. It should be scrutinized with care, recognizing that too often that literature deals solely with success and not with potential failure. The careful user of this literature should recognize the many gaps in it and use it as a point of departure, especially among project staff to look toward what can be done, versus what the ideal might say is possible.

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